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ABSTRACT

This evaluation report contains data relative to the Remedial Instructional Center Programs, the Intensive Program in Written and Oral Language for Foreign Language Students, and two Pilot Follow-Through Programs, funded jointly under Title I of the Elementary Secondary Education Act and the California State Act for Disadvantaged Children. Of the 14 instructional centers in nine Hartford Catholic schools, five serviced primary grade students, five intermediate grade students, two serviced both primary and intermediate grade students, one serviced the junior high level, and one provided tutorial service at the secondary level. Thirteen centers provided remedial reading and related language arts service, and one provided a mathematics program. In addition, two pilot Follow-Through Programs and a program for foreign language students were operated. For the purpose of determining the amount of academic gain in reading, language, and mathematics, the following tests were used: (1) pre and post testing--the Gates-MacGinitie Reading Test, for the primary grades; and the Stanford Achievement Test, for grades four through eight; and, (2) pre test only--the Peabody Picture Vocabulary Test, used for grades one through eight. The results showed that, based on an eight month instructional program, the main gain at all grade levels was significant. (Author/JM)

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An Evaluation of Shared Remedial Programs With Eligible Non-Public Schools in Hartford 1971 - 1972

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E.S.E.A. - S.A.D.C.

Project

UD 012931

Non-Public School Office
Hartford Board of Education
August 1972

PREFACE

The following evaluation and report was prepared by Non-Public School Program Supervisor Thomas R. Mulconry with the cooperation of Raymond A. Allen Jr., Administrative Assistant for the Non-Public Schools

Robert J. Nearine
Coordinator of Evaluation

August 1972

Non-Public Project Highlights, 1971-1972

Project highlights are presented on this page. They provide the major program elements and accomplishments in capsule form for the busy administrator, teacher or parent.

SERVICES PROVIDED - remedial/corrective reading and mathematics instruction, supportive assistance for foreign born students, Grade I Follow-Through

CHILDREN SERVED - 710 educationally deprived children

SCHOOLS - nine Hartford non-public schools

TOTAL FUNDING - $264,000 from federal and state funds

PER CAPITA EXPENDITURE - $371

RESULTS IN TERMS OF STUDENTS GROWTH IN READING

Regular Program

Grade Level	No. of Students	Mean Gain in Months
1	16	+7
2	61	+9
3	49	+13
4	25	+11
5	55	+12
6	24	+9
7	25	+11
8	18	+9

CONCLUSION - Based on an 8 month instructional program, the mean gain at all grade levels was significant.

Cycle Program

Cumulative Mean Gain for Three Cycles in Months

Grade Level	Cycle I	Cycle II	Cycle III	Total
Primary 2,3	+3	+8	+4	+15
4	+6	+5	+4	+15
Interm. 5,6	+7	+3	+4	+14
7,8		+10	+4	+14

CONCLUSION - Based on a 3 month instructional program, the mean gain for all cycles was significant.

Comprehensive statistical and narrative documentation of the highlights presented above are provided on subsequent pages.

AN EVALUATION OF

SHARED REMEDIAL PROGRAMS WITH ELIGIBLE

NON-PUBLIC SCHOOL PUPILS IN HARTFORD

Component 64-2, 64-3

Introduction

Through a jointly funded project under Title I of the Elementary and Secondary Education Act, and the State Act for Disadvantaged Children, the non-public schools in Hartford have continued a program of remedial reading, language arts, and mathematics instruction in 14 Instructional Centers in nine Hartford Catholic Schools. Of these fourteen centers, five centers serviced primary grade students, five centers serviced intermediate grade students, two centers serviced both primary and intermediate grade students, one center serviced the junior high level, and one center provided tutorial service at the secondary level. Thirteen centers provided remedial reading and related language arts service, and one provided a mathematics program. In addition, pilot Follow-Through Programs were operated at St. Justin and St. Peter Schools, and a program for foreign language students was operated at Our Lady of Sorrows School.

This evaluation report contains data relative to the Remedial Instructional Center Programs, the Intensive Program in Written and Oral Language for Foreign Language Students and two Pilot Follow-Through Programs. In presenting the data, derived from evaluations of individual school programs, an examination and comparison of two types of instructional programs will be made, namely, the regular Instructional Center program and the cycle scheduling program. This report will present data from each program component separately, subsequent to a preliminary presentation of objectives, program descriptions, and activities common to both components.

Instructional Center Program

Component 64-2 - 64-3

Project Objectives

A. General Objectives

1. To raise the level of achievement of those educationally deprived students who are most seriously deficient in the basic learning skills of reading, language and mathematics.

2. To improve educationally deprived students' attitudes toward reading, language and mathematics, and school in general through increased successful academic experiences.

B. General Objectives Translated Into Specific Behavioral Objectives

READING

1. After the period of instruction, the post-test median score for the learners should show one month's growth for each month of instruction. (All levels)

2. After instruction, the learner must read 85% of the vocabulary words in a selected sample of graded word lists at his instructional level. (Grades 1-5)

3. Given a specific reading selection at a given grade level, the student is able to answer 80% of the questions which check his comprehension of that selection. (All levels)

LANGUAGE ARTS

1. The post-test median score in language should show one month's growth for each month of instruction.

2. The child can spell and write 15 out of 20 spelling words dictated at his level of ability. (Grades 3-6)

MATHEMATICS

After the period of instruction, the median learner should show one month's growth for each month of instruction in arithmetic computation, concepts and problem solving.

Project Description

The Title I and SADC program of remediation in reading, language arts and mathematics established five years ago was continued during the 1971-72 school year in nine Hartford Catholic Schools. Fourteen centers served 710 students. The instructional program was directed toward the objectives outlined above. An Instructional Center approach was utilized whereby essential remedial/corrective instruction was provided to eligible students with specific learning deficiencies on a regularly scheduled basis during the normal school day. The major emphasis was on corrective reading and related language arts. However, remedial mathematics instruction continued at The Cathedral of St. Joseph School and an additional mathematics program was continued in one cycle scheduling center.

The equivalent of approximately fifteen full time teachers were employed to teach in the Instructional Centers. These full-time positions were filled, for the most part, by teams of teachers who worked on a part-time basis, usually half days. In addition, seven instructional aides worked with children in the centers under the teachers' direction. These aides enabled the teacher to organize her instructional program to meet the individual needs of students more effectively, and to provide a more intensive program.

The centers are well furnished with instructional equipment, furniture, and materials designed to appeal to a variety of teaching and learning styles with emphasis on a multi-sensory approach to learning. Children recommended for the program were tested to determine reading, language or mathematics disabilities. Test results were diagnosed and a remedial plan developed, based on pupil needs.

Two types of instructional programs were organized during the current school year. The regular Instructional Center program, operated for the past five years, was continued in which children served were scheduled for daily remedial periods of 40-60 minutes. The exception to this daily period was the mathematics program at The Cathedral of St. Joseph School and the program at South Catholic High School.

As children showed signs of bridging the gap between reading and/or mathematics deficits and reading and/or mathematics expectancy, they were rehabilitated to their classrooms and additional eligible students were scheduled into the program. Students were served on a semester basis with the majority of them remaining in the program for the greater part of the school year.

The second type of program organization used was cycle scheduling. This experimental program scheduled two groups of 12-15 children into a center for 2-2½ hours daily in a concentrated skills building approach for 10 week periods. Students attended the center either all morning or all afternoon and received intensive work in reading, language arts and, in one situation, mathematics. Students were tested at the beginning and at the end of each ten week cycle, and either rehabilitated to their classroom or scheduled for another ten week period.

At Our Lady of Sorrows School an intensive program for foreign born children was held. This program had some of the elements of a bi-lingual program. It emphasized the use of English in oral and written situations as well as working on building more advanced reading skills with students who had completed the standard English As A Second Language program, but whose language needs in the intermediate grades were critical.

In addition, the two pilot Follow-Through Programs emphasized readiness for learning and reading readiness and gave emphasis to individual as well as small group instruction.

Project Activities

In order to capitalize on the different learning styles of urban children, a multi-sensory and multi-media program was used. The following are examples of materials, equipment and activities used with success in the program:

Reading and Language Arts

1. Use was made of various audio visual machines and materials

   a. Language Master with Bell and Howell commercially prepared cards, including the ALAP Kit, teacher prepared vocabulary, phonics, concept development and language patterning cards.

   b. Controlled Reader with accompanying EDL Filmstrips and Comprehension builders.

   c. Overhead Projector with commercial and teacher-made transparencies used as study guides, or for phonics development, vocabulary building, comprehension, and as language stimulators.

   d. Tach X and Flash X for tachistoscopic training with vocabulary.

   e. Polaroid Swinger Camera and film for motivation and records of student activity.

   f. Use of Opaque Projector to develop phrase-reading and to help establish patterns for reading comprehension.

2. Use of Activities with Basal Reading Programs and Supplementary Materials

   a. Use of prepared study-guides, question sheets, blank fill-in sheets or multiple choice answer sheets to check comprehension.

   b. Use of tapes, overhead transparencies or filmstrips in various combinations to review the events in the story or to check understanding of implied meaning.

   c. Use of student current events publications and newspapers as a springboard to the development of a student newspaper.

d. Use of puppets or dramatizations to teach vocabulary, sequence of events, skimming, reading for various purposes, etc.

3. Use of Commercial and Teacher-Made Games, Devices and Curriculum Materials

a. Phonics Games, Games that Teach (Lyons & Carnahan)

b. Astronaut Word Game - Basic sight vocabulary placed on small construction paper space crafts and mounted on the bulletin board for vocabulary reinforcement.

c. Christmas Tree Decoration Game - words placed on round, star or bell shaped construction paper with hooks attached. The student placed as many "ornaments"on the tree as he could read.

d. Use of baseball, football or hot-rod vocabulary games with words to be reviewed or mastered.

4. Use of Specific Language Development Activities

a. Use of tactile bag device in which the student describes what the objects in a bag feel like - soft, hard, smooth, rough, large, small, cold, warm, dry, wet etc. Students try to guess what the object is.

b. Use of chalk talks on a variety of pupil experiences according to sequence set-up by teacher.

c. Use of written stories about a picture, cartoon, graph, chart, object or record.

d. Use of pantomine to create the flow of ideas, to build concepts and to act out sequence or mood.

e. Use of structured patterns with intermediate and upper grade children to make reports in social studies or science to their regular classroom members.

Mathematics

1. Singer Individualized Drill and Practice Math Kit

2. Controlled Reader for timed and untimed test on basic number combinations.

3. Use of Language Master for drill work

4. Use of many arithmetic games such as Multo, Quizmo etc.

Evaluation

Instruments Used

For the purpose of determining the amount of academic gain in reading, language, and mathematics the following tests were used:

Pre and Post Testing

The Gates-MacGinitie Reading Test Forms A and B - Primary Grades

Stanford Achievement Test Form W and X

Primary Battery II	Grade IV
Intermediate Battery I	Grade V
Intermediate Battery II	Grade VI, VII, VIII

Pre-Test only

Peabody Picture Vocabulary Test - Grades I-VIII

To determine general verbal expectation rate.

Pre and Post-Test

Botel Inventory - For diagnostic purposes

Botel Word Recognition Test	Grade I-IV
Botel Phonics Mastery Test	Grade I-VI
Botel Word Opposites Test	Grade III-VIII

California Reading Test - High School Level

Regular Instructional Center Program

Gates-MacGinitie Reading Test

Primary

The Gates-MacGinitie Test was administered to new students in the primary reading and language arts centers in September 1971 and June 1972. The results of these tests are presented by test battery level and indicate grade level mean gains for the city wide non-public program. The program represents eight months of actual instruction.

City-Wide Composite Test Results

Gates-MacGinitie Reading Test

Grade	No. Child.	Date	Voc.	Compr.	Composite	P.P.V.T. Mean I.Q.
I	16	9/71	.75	.95	.85	85*
	16	6/72	1.75	1.33	1.55	
Gain in Months			+10	4.3	7.0	*Includes 4 Spanish dominant children
II	61	10/71	1.7	1.6	1.7	92*
	61	6/72	2.8	2.5	2.6	
Gain in Months			+11	+9	+9	*Includes 9 Spanish dominant children
III	49	6/71 9/71	2.1	2.0	2.1	90*
	49	6/72	3.4	3.2	3.3	
Gain in Months			+13	+12	+12	*Includes 11 Spanish dominant children

(See Appendix A for individual school data)

Stanford Achievement Test

City-Wide Non-Public School Composite Scores

Primary Battery II

Grade	No. Child.	Date	W.M.	P.M.	Spell.	W.St.	Language	Battery Mean	Mean I.Q.
4	25	9/71	2.3	2.3	2.4	2.4	2.5	2.4	P.P.V.T. 79 - *9 students L.T. 97 - 5 students
	25	6/72	3.3	3.5	4.0	3.4	3.1	3.5	WISC 82 - 8 students No score for 3 students
Gain or Loss in Months			+10	+13	+16	+10	+6	+11	9 students Spanish dominant

Intermediate Battery I

Grade	No. Child.	Date	W.M.	P.M.	Spell.	W.St.	Language	Battery Mean	Mean I.Q.
5	55	6/71 9/71	3.7	3.1	3.8	3.3	3.0	3.3	P.P.V.T. 90 - *16 students L.T. 86 - 26 students
	55	6/72	4.4	4.2	4.6	4.8	4.0	4.5	WISC 93 - 13 students *11 Spanish dominant
Gain or Loss in Months			+7	+11	+8	+15	+10	+12	1 French dominant

Intermediate Battery II

Grade	No. Child.	Date	W.M.	P.M.	Spell.	W.St.	Language	Battery Mean	Mean I.Q.
6	24	6/71 9/71	3.6	3.4	4.0		3.7	3.7	P.P.V.T. 83 - 6 students L.T. 84 - *9 students
	24	6/72	4.5	4.4	4.9		4.7	4.6	WISC 83 *7 students No score for 2 students
Gain or Loss in Months			+9	+10	+9		+10	+9	*6 Spanish dominant 3 French dominant

Stanford Achievement Test

City-Wide Non-Public School Composite Scores

Intermediate Battery II

Grade	No. Child.	Date	W.M.	P.M.	Spell.	Language	Battery Mean	Mean I.Q.	
		9/71							
7	25	1/72	4.9	4.9	6.0	4.9	4.9	P.P.V.T.	82 for *11 students
	25	6/72	6.1	6.0	7.2	5.6	6.0	L.T.	97 for 13 students
								No score 1 student	
Gain or Loss Months			+12	+11	+12	+7	+11	*5 French dominant	
		9/71							
8	18	1/72	5.9	5.8	6.8	5.6	6.0	P.P.V.T.	84 for *4 students
	18	6/72	7.2	6.4	7.6	6.3	6.9	L.T.	97 for 14 students
								*2 French dominant	
Gain or Loss in months			+13	+6	+8	+7	+9		

(See Appendix B for individual school test data)

Stanford Achievement Test

Mathematics

Primary Battery II

Grade	No. Child.	Date	Med. Arith. Computation	Med. Arith. Concepts	Arith. Mean	Mean I.Q.
3	5	9/71	1.8	1.8	1.8	P.P.V.T. 88 - 3 students WISC. 88 - 1 students
	5	6/72	2.9	2.2	2.6	No score for 1 student
Gain or Loss in Months			+11	+4	+8	

Intermediate Battery I

Grade	No. Child.	Date	Arith. Comp. Mean	Arith. Conc. Mean	Arith. Appl. Mean	Total Arith. Mean	Mean I.Q.
4	9	6/71	3.3	3.0	3.1	3.1	P.P.V.T. 77 - *5 students L.T. 96 - 2 "
	9	6/72	4.0	4.0	3.9	4.0	No score 2 students *4 Spanish dominant
Gain or Loss in Months			+7	+10	+8	+9	
5	17	6/71	4.0	3.5	3.3	3.6	P.P.V.T. 89 2 students L.T. 87 *15 "
	17	6/72	4.9	4.7	4.7	4.8	*3 Spanish dominant
Gain or Loss in Months			+9	+12	+14	+12	

Intermediate Battery II

Grade	No. Child.	Date	Arith. Comp. Mean	Arith. Conc. Mean	Arith. Appl. Mean	Total Arith. Mean	Mean I.Q.
6	10	6/71	3.9	4.0	3.8	3.9	P.P.V.T. 84 - 1 student L.T. 81 - *9 "
	10	6/72	5.2	4.6	4.6	4.6	3 Spanish dominant
Gain or Loss in Months			+13	+6	+8	+9	

Interpretation of Findings of Data Presented

Regular Program

Gates-MacGinitie Reading Test - Stanford Achievement Test

Reading and Language Arts

A comparison of pre-test and post median scores of the Gates-MacGinitie Reading Test and the language arts section of the Stanford Achievement Test indicates that the children served by the project made significant progress in most grade levels. Based on an eight months instructional program, the average students could be expected to make eight months progress. An analysis of the data charts for the Gates-MacGinitie Test on page 8 and the Stanford Achievement Test on pages 9-11 indicate that anywhere from reasonable to excellent progress was made by students in the program. The term reasonable progress is given to a gain of 6 months in an 8 month instructional period, good progress is considered to be 8 months of growth in the 8 month period of instruction and excellent progress is used to describe scores which go beyond the expected gain of eight months.

Applying these three terms - reasonable, good, or excellent for the progress made by students in the program to the charts on pages 8-11, it can be determined how each grade level scored in relationship to each sub-test. The group of first grade students tested with Form A of the Gates-MacGinitie Reading Test as a pre-test scored only .85, whereas the post-testing score indicated a composite score of 1.5 for the average learner and indicated reasonable growth in reading skills. At the second grade level, the average learner gained 11 months in vocabulary and 9 months in comprehension or a composite gain of 9 months. The mean learner at the third grade level gained 13 months in vocabulary and 12 months in

comprehension which would be considered excellent progress.

The fourth grade students who were given the reading and language sub-tests of the Stanford Achievement Test, Primary Battery II showed a battery mean growth of 11 months. There was reasonable gain made in the Language sub-test but excellent progress shown in Word Meaning, Paragraph Meaning, Word Study and Spelling. The fifth grade group being tested on the Intermediate form made excellent progress in the total battery mean and reasonable to excellent progress in all of the reading and language sub-tests. The sixth grade group was tested with the Intermediate II form and showed a battery mean gain of nine months and indicated excellent progress in all sub-tests. The seventh grade group made excellent progress (13 months) in the Reading and Language Battery Mean. The eighth grade group showed excellent gain (9 months) on the Battery Mean and from reasonable to excellent gain on all sub-tests. The significant results (in mean gains) indicate that this program was a valuable one for children and that, based upon these results, it should continue to benefit children more, as more effective techniques of remediation are developed within the scope of the program. It is interesting to note that for each grade level score, a mean intelligence quotient score is available. Comparing this to the achievement it would seem that progress has been significant based on the potential of the learner.

Iowa Test of Basic Skills

Since two groups of students at St. Justin's School were phased into the program in January their classroom test data were used as pre-test information. Then the same test was given by the Instructional Center teacher in June. The group of fourth grade students tested showed a mean gain of 14 months for reading

and language. The vocabulary sub-test was below expectations but the comprehension growth was phenominal. The sixth grade group taking this test scored a mean gain of ten months on the reading and language sub-tests.

The students at The Cathedral of St. Joseph School who were serviced in mathematics did very well at all grade levels served (3-6). As the chart indicates on page 11, total arithmetic median growth scores at these levels were equal to or greater than the expected gain. From the test results it would seem that this program has been effective and should continue to be offered to educationally disadvantaged children needing this type of remediation.

California Reading Test

The California Reading Test was used at South Catholic High School to measure student reading achievement. Students at South Catholic received 3 to 4 tutorial periods a week in place of regular study periods.

The following chart shows the median gain for each grade level.

Grade Level	No. Child.	Pre-Test Voc.	Comp.	Total	Post-Test Voc.	Comp.	Total	Gain-Loss In Months	Mean I.Q.
9	24	9.6	8.9	9.5	10.3	10.2	10.7	+12	18 students - 105 SRA
10	11	11.5	10.5	11.3	11.8	11.8	11.9	+6	4 students - 103 L.T. 115 SRA Edu. Ability Level

Interpretation of Data

The statistical results of this year's program at South Catholic High School show that reasonable progress was made. Mean gains at the ninth grade level were excellent while at the tenth grade level the gain was only reasonable.

The Botel Inventory

The Botel Inventory, made up of the Word Recognition Test, and The Word Opposites Test, was used as a diagnostic tool to guide the teacher in the instructional program, and to measure progress toward the following behavioral objectives.

(Behavior Objective #1 - See previous data on pages 8-11)

Behavioral Objective: #2 After instruction, the learner must read 85% of the vocabulary words in a selected sample of graded word lists at his instructional level.

Evaluation Instrument: Botel Word Recognition Test

Grade Levels: 1-4

Data:

No. Child.	Pre-Test Mean	% C.R.	Post-Test Mean	% C.R.	Gain or Loss in Mos.	Gain or Loss in %
			Grade I			
16	Below Pre-Primer	-	P.P.	90%	+3	90%
			Grade II			
61	Pre-Primer	80%	2.1 (June)	90%	+10	10%
			Grade III			
49	1.1	85%	3.1 (June)	85%	+15	0
			Grade IV			
25	2.2	85%	3.2 (June)	85%	+10	0

Summary Statement: The progress toward behavioral objective #2 was significant for the children tested. The first grade children in 7 months made 3 months progress in sight reading. The second grade children made 10 months progress, the

third grade students made 15 months progress, and the fourth grade group 10 months progress in an instructional period of eight months. At all levels the median learner read over 85% of the given words. This is commendable since so many of the children served had problems with immaturity and language.

Behavioral Objective: #3 Given a specific reading selection at a given grade level, the student is able to answer 85% of the relationship questions which check his comprehension of that selection.

Evaluation Instrument: Botel Word Opposite Test

Grade Levels: Grades 5, 6

Data:

No. Child.	Pre-Test Median Grade Equiv.	% C.R.	Post-Test Median Grade Equiv.	% C.R.	Gain or Loss in Mos.	Gain or Loss in C.R.% Points
			Grade V			
49	3.1	90	4.1	90	+10	0
			Grade VI			
37	3.2	90	5.0	90	+15	0

In an experimental program at Our Lady of Sorrows School the instructor attempted to see how much progress could be made on the Botel Word Opposites Test by teaching skills which would enable the students to understand and be involved. This group had instruction in using a specific group of words which included the Botel Words. Words were used in word attack skills, dictionary work, oral language development and teacher constructed techniques and games.

The pre-test median was 3.2 and the post-test median 7. This represented a growth of 35 months and indicated that very specific words and reading skills

can be taught to the level of mastery with urban children if a variety of activities and media are used.

Summary Statement: The Botel Word Opposites Test measures a student's comprehension in terms of grade level norms. To have achieved a specific grade level, a student must score 80% or better on this grade level test. The results listed above indicate that students have progressed from one grade level to another and have made from 10 months to 15 months progress on their post-test results. In both grade levels, the median learner achieved 90% or more in comprehension on the post-testing. This growth was good and the students made definite progress toward behavioral objective #6.

Cycle Scheduling Program

The Cycle Scheduling operational procedure as described on page 4 enables teachers to provide an intensive program of reading, language and mathematics for the term of a 10 week cycle. Cycle programs operated in primary centers at The Cathedral of St. Joseph School for a portion of the year, and at St. Anne's, SS. Cyril and Methodius and St. Augustine's Schools. Intermediate centers operated cycle programs at Immaculate Conception, St. Anne's, St. Augustine's, and SS. Cyril and Methodius Schools.

Data from each cycle are presented separately according to the broad headings Primary Program or Intermediate Program. It is emphasized, that each cycle operated for half a day for 10 weeks or from 2 to 3 months and test gains are compared accordingly.

Primary Program

Gates-MacGinitie Reading Test

Cycle I - Grade 2 Composite

No. of Students 44 - Form A - Cathedral of St. Joseph, St. Anne, St. Augustine, SS. Cyril & Methodius

	Vocabulary	Comprehension	School Composite	P.P.V.T. Mean I.Q.
Pre-Test 9/71	1.4	1.2	1.3	92
Post-Test 12/71	1.8	1.7	1.8	
Gain or Loss in Months	±4	+5	+5	

Cycle I - Grade 3 Composite

No. of Students 30 - Form B - St. Anne, St. Augustine, SS. Cyril & Methodius

	Vocabulary	Comprehension	School Composite	P.P.V.T. Mean I.Q.
Pre-Test 6/71,9/71	2.3	2.1	2.2	93
Post-Test 12/71	2.5	2.4	2.4	
Gain or Loss in Months	+2	+3	+2	

Cycle II - Grade 2 Composite

No. of Students 30 - Form B - St. Anne, St. Augustine, SS. Cyril & Methodius

	Vocabulary	Comprehension	School Composite	P.P.V.T. Mean I.Q.
Pre-Test 12/71	1.7	1.5	1.6	95
Post-Test 3/72	2.4	2.2	2.3	
Gain or Loss in Months	+7	+7	+7	

Cycle II - Grade 3

No. of Students 30 - Form B - St. Anne, St. Augustine, SS. Cyril & Methodius

	Vocabulary	Comprehension	School Composite	P.P.V.T. Mean I.Q.
Pre-Test 12/71	2.3	2.2	2.2	92
Post-Test 3/72	3.1	3.1	3.1	
Gain or Loss in Months	+8	+9	+9	

Cycle III - Grade 2 Composite

No. of Students 28 - Form B - St. Anne, St. Augustine, SS. Cyril & Methodius

	Vocabulary	Comprehension	School Composite	P.P.V.T. Mean I.Q.
Pre-Test 3/72	2.3	1.9	2.1	94
Post-Test 6/72	2.4	2.4	2.4	
Gain or Loss in Months	+1	+5	+3	

Cycle III - Grade 3 Composite

No. or Students 19 - Form C - St. Anne, SS. Cyril & Methodius

	Vocabulary	Comprehension	School Composite	P.P.V.T. Mean I.Q.
Pre-Test	3.0	3.2	3.1	88*
Post-Test	3.6	3.6	3.6	
Gain or Loss in Months	+6	+4	+5	

*Includes 4 French dominant children

Interpretation of Data

The Gates-MacGinitie Reading Test was used as the major instrument to measure growth in reading in the primary cycle schedule program. The results of this testing program indicate that at the primary level the children in the cycle program are making significant progress. Only the third grade group did not achieve the expected mean gain of 3 months during the first cycle.

An analysis of pages 18, 19 will indicate the mean composite gain for each cycle and grade level under instruction. The cummulative mean gain in months for each grade level for the three cycles was as follows:

Grade 2 - Cycle I - 5	Cycle II - 7	Cycle III - 3	Total - 15
Grade 3 - Cycle I - 2	Cycle II - 9	Cycle III - 5	Total - 16

Intermediate Cycle Program

Stanford Achievement Test

Cycle I

Grade 4 - No. of Students 39
Primary Battery II - X, Y
Immaculate Conception, St. Anne, St. Augustine, SS. Cyril & Methodius

		W.M.	P.M.	Spell.	Word Study Skills	Lang.	Read.& Lang. Mean	P.P.V.T. Mean I.Q.
Pre-Test Sept.	71	2.6	2.2	2.6	2.6	2.5	2.5	93
Post-Test Dec.	71	3.2	2.8	3.2	3.1	2.8	3.1	
Gain or Loss in Months		+6	+6	+6	+5	+3	+6	

Grade 5 - No. of Students 20
Intermediate Battery I
Immaculate Conception, SS. Cyril & Methodius

Pre-Test Sept.	71	3.8	3.4	3.8	4.1	3.4	3.7	90
Post-Test Dec.	71	4.2	3.8	4.4	4.5	4.2	4.2	
Gain or Loss in Months		+4	+4	+6	+4	+8	+5	

Grade 6 - No. of Students 12
Intermediate Battery II - Reading, Language Arts and Math
St. Augustine

		W.M.	P.M.	Spell.	Lang.	Rdg.& L.Mn.	Arith. Comp.	Arith. Conc.	Arith. Appl.	Arith. Mn.	P.P.V.T. I.Q.Mean
Pre-Test Sept.	71	4.6	4.3	4.6	4.0	4.3	4.1	5.1	4.2	4.5	100
Post-Test Dec.	71	5.3	4.9	5.5	4.9	5.2	5.3	5.5	5.2	5.3	
Gain or Loss in Months		+7	+6	+10	+9	+9	+12	+4	+10	+8	

Interpretation of Findings

Cycle I

The results of the Stanford Achievement Test at the Intermediate grade level indicates that the Reading and Language Mean Gain during the first cycle was 6 months for the fourth grade students and 5 months for the fifth grade students. This was a good gain for the 10 week period of instruction. The group of sixth graders at St. Augustine's School showed a 9 months mean growth in the Reading and Language Battery Mean, and a growth of 8 months in the Arithmetic Mean.

Intermediate Program

Stanford Achievement Test

Cycle II

Grade 4 - Primary Battery II - No. of Students 28
Immaculate Conception, SS. Cyril & Methodius, St. Anne

	W.M.	P.M.	Spell.	Wd.St. Skills	Lang.	Reading & Lang. Mean	P.P.V.T. I.Q.Mean
Pre-Test Dec. 71	2.9	2.6	3.1	3.0	2.9	2.9	92
Post-Test Mar. 72	3.1	3.1	3.4	4.0	3.2	3.4	
Gain or Loss in Months	+3	+5	+3	+10	+3	+5	

Intermediate Program

Stanford Achievement Test

Cycle II

Grades 5 and 6 - No. of Students 24 - Intermediate Battery I
Immaculate Conception, St. Augustine, SS. Cyril & Methodius (*Math.)

	W.M.	P.M.	Spell.	Wd.St. Skills	Lang.	Rdg.& L. Mn.	Arith Comp	Arith Conc.	Arith Appl.	Arith Mn.	P.P.V.T. Mean I.Q.
Pre-Test Dec. 71	4.2	3.9	4.3	4.4	3.8	4.1	4.1	3.1	3.6	3.6	89**
Post-Test Mar.72	4.7	4.4	4.6	5.2	4.8	4.7	4.5	4.6	3.7	4.3	
Gain or Loss in Months	+5	+5	+3		+10	+6	+4	+15	+1	+7	

*6 students at St. Augustine only (**4 foreign language speaking students included)

Grades 7, 8 - No. of Students 8 - Intermediate II
SS. Cyril & Methodius

	W.M.	P.M.	Spell.	Lang.	Read. & Lang. Mean	P.P.V.T. Mean I.Q.
Pre-Test Dec. 71	5.7	6.0	6.3	5.6	5.9	90
Post-Test Mar 72	7.0	7.2	6.9	6.5	6.9	
Gain or Loss in Months	+13	+12	+6	+9	+10	

Interpretation of Findings

Cycle II

The data from the second cycle testing indicated that from good to excellent progress was made with a concentrated effort during the ten week period of the cycle. The Reading and Language Mean Gain for grade 4 was five months, for grades 5, 6, seven months and for the combination grade group 7 and 8, 10 months growth

during the duration of the (approx.) 3 month period. In the area of Mathematics, the group at St. Augustine School given instruction showed a mean gain of 7 months in the mathematics section of the Stanford Achievement Test Intermediate I.

Intermediate Cycle Program

Stanford Achievement Test

Cycle III

Grade 4 - No. of Students 36 - Primary Battery II
Immaculate Conception, St. Anne, St. Augustine, SS. Cyril & Methodius

	W.M.	P.M.	Spell.	Wd.St. Skills	Lang.	Reading & Lang. Mean	P.P.V.T. Mean I.Q.
Pre-Test Mar. 72	3.3	3.1	3.5	3.9	3.1	3.4	93
Post-Test June 72	3.6	3.3	3.8	4.4	3.6	3.8	
Gain or Loss in Months	+3	+2	+3	+5	+5	+4	

Grade 5 - No. of Students 15 - Intermediate Battery I
Immaculate Conception, SS. Cyril & Methodius, St. Augustine Math**

	W.M.	P.M.	SPELL.	Wd.St Skills	Lang.	Rdg. & L.Mn.	Arith Comp	Arith Conc.	Arith App.	Arith Mean	P.P.V.T. Mean I.Q.
Pre-Test Mar.	4.3	3.9	4.3	4.7	4.2	4.3	4.1	3.3	3.0	3.5	88
Post-Test June	5.1	4.4	4.6	5.1	4.6	4.7	4.0	3.8	3.5	3.8	
Gain or Loss in Months	+8	+5	+3	+4	+4	+4	-1	+5	+5	+3	

St. Augustine only 3 students**

Intermediate Cycle Program

Stanford Achievement Test

Cycle III

Grade 6 - No. of Students 13 - Intermediate Battery II
Immaculate Conception, St. Augustine (Math*)

	W.M.	P.M.	Spell.	Lang.	Rdg.& L.Mn.	Arith. Comp.	Arith Conc.	Arith Appl.	Arith Mean	P.P.V.T. Mean I.Q.
Pre-Test Mar.	5.4	4.8	5.7	5.1	5.2	4.8	5.4	5.0	5.2	97
Post-Test June	5.4	5.5	5.7	5.7	5.6	5.9	6.0	5.9	5.8	
Gain or Loss in Months	0	+7	0	+6	+4	+11	+6	+9	+6	

*St. Augustine only 9 students

Grade 7, 8 - No. of Students 8 - Intermediate Battery II
SS. Cyril & Methodius

Pre-Test Mar.	7.0	7.2	6.9	6.5	6.9
Post-Test June	7.1	7.5	7.4	7.0	7.3
Gain or Loss in Months	+1	+3	+5	+5	+4

Interpretation of Data

Cycle III

The data form the third cycle indicates the expected gain or better was reached in reading and language in most of the sub-tests. The mean gain for the Reading and Language Battery for the fourth, fifth and sixth grade groups was 4 months for each group. In paragraph meaning in the fourth grade, arithmetic computation in grade 5 , word meaning and spelling in the sixth grade, and word

meaning in the 7 and eighth grades, the mean growth dipped below the expected gain of 3 months.

Evaluation of Student Attitudes

The evaluation of project students' growth in positive attitudes toward school and school work relied very heavily on subjective teacher observation and notation. To measure growth in general attitudinal objectives, teachers observed and notated what appeared to be behavioral evidences of more positive attitudes. These observations were general subjective impressions of students' attitudinal reactions, rather than a series of specific observations of day by day behavior. On the basis of these general impressions it can be said that many of the program teachers reported the following:

1. Elementary School

   a. There was growth in awareness of responsibility toward school and community as a result of situation-derived projects in the Instructional Center program.

   b. There was tremendous social and emotional growth as seen in better self control in their areas.

   c. The students became observeably happier and better adjusted as evidenced through observation of their peer relationship and with relationships with adults.

   d. Many children became highly motivated. They asked to report on books they read. They could achieve at their own level.

   e. Some students developed a sense of responsibility for their own progress as an outcome of the individualized portion of the program.

   f. Attendance records were good or improved.

2. High School

   a. There was more interest in their regular classes as self confidence increased.

   b. Interest was shown in returning for added help next year if needed.

An Intensive Instructional Program in Written and Spoken English for Foreign Born Students

This intensive instructional program for foreign born students was held at Our Lady of Sorrows School with a very diverse group of students. Student ability ranged from very bright to borderline retarded. The concentration of the program was on reading, spoken and written English related to the content areas. The following charts are indicative of the progress of these foreign born students.

Gates-MacGinitie Reading Test

No. of Students - 4 - Grade 3

Pre-Test Sept. 71 Grade Equiv.			Post-Test June 72 Grade Equiv.			Gain or Loss in Months
Voc.	Compr.	Composite	Voc.	Compr.	Composite	
2.2	1.9	2.0	3.1	3.7	3.4	+14

Stanford Achievement Test

No. of Students - 3 - Grades 4 and 5

	W.M.	P.M.	Rdg. Mean	Spell.	Reading & Spelling Mean
Pre-Test	2.5	2.8	2.8	3.1	2.8
Post-Test	3.0	3.7	3.4	4.6	3.7
Gain in Months	+5	+9	+6	+15	+9

No. of Students - 4 - Grades 6, 7, 8

Pre-Test	3.8	3.9	3.9
Post-Test	5.0	5.3	5.1
Gain in Months	+12	+14	+12

Interpretation of Data

Based on the growth in months on the Gates-MacGinitie Test, it can be said that the group of third grade students at Our Lady of Sorrows made excellent progress (14 months in an 8 month instructional period.) The group of fourth and fifth graders made excellent progress in Paragraph Meaning and Spelling but fell below the expected gain in Word Meaning. The Reading and Spelling gain for this group was 9 months. The upper grade group tested made excellent progress showing a reading mean gain of 12 months.

In addition to the test data, teacher observation and subjective reaction to the program were very positive. There were many instances where children began to make steady progress as a result of the exposure to the program. In addition, the program instructor was instrumental in placing some of these students in programs designed to meet their specific learning disabilities.

A Differentiated Follow-Through Model Program

To experiment with more productive instructional programs in the lower primary levels a differentiated follow-through program was inaugerated this year at St. Peter's and St. Justin's Schools. In its initial stages a heavy emphasis of this more individualized program was on learning readiness skills. This approach was followed by reading readiness training and language concept development. As these skills were learned by groups or individuals, the beginning reading program was started. The following are the results of this instructional program.

I Behavioral Objective

1. After the period of instruction, the median learner will be ready to begin the reading process or will have begun the initial reading instruction program.

I Evaluative Instrument - Metropolitan Readiness Test

School	No. Child.	Date	Pre-Test * A	B	C	D	E	Mean %	Post-Test A	B	C	D	E	Mean %	% Gain
St. Justin	16	9/71			6	10		28%	6	7	3			82%	54
St. Peter	20	6/72		3	11	6		42%	15	5				95%	53
	36			3	17	16		35%	21	12	3			89%	54

I Findings: At the start of the program only 3 students were above the average C rating in terms of the readiness to begin reading. After the program was completed 33 of the 36 students achieved higher than the average rating, indicating that these students would be successful in beginning the reading process. (Some students have already moved in this direction.)

*Rating Key - A - Superior, B - High Normal, C - Average, D - Low Normal, E - Low

II Behavioral Objective:

Following the instructional program, children would have improved significantly (30-50%)in their learning readiness skills.

II Evaluative Instrument: Check List of Skills Important to Reading Readiness Learning Readiness Skills

School	No. Students	Pre-Test Mean Score	Post-Test Mean Score	Numerical Mean Gain in Points
St. Peter's	19	61	71	10
St. Justin's	11	46	71	25
Mean for Program	30	54	71	17

II Findings: On the basis of the Check List of Reading Readiness Skills in which Good Evidence of the 26 readiness skills was given 3 points, Fair Evidence was given 2 points, and Poor Evidence of the skills 1 point, the mean pre-test score was 54 points and the mean post-test score was 71 out of 78 which indicated a 17 point gain in various Reading Readiness Skills. This represents a 76% improvement.

III Behavioral Objective

After the period of instruction, the median learner would have completed a program comparable to a primer level.

III Evaluative Instrument - Botel Word Recognition Test

School	No. Students	Median Pre-Test Level	Median Post-Test Level	Gain in Months
St. Justin	16	Non-Reader	Primer	5
St. Peter	20	Non-Reader	First Reader	10

III Findings: The median learner in both groups achieved a primer level or better and were well on their way in reading. Of the group, 12 children reached first reader level, 15 reached Primer level. All students in the project had begun the reading process.

Summary and Conclusions

This evaluation report represents data collected from both the regular and cycle programs of the Instructional Center Operation, the Intensive Instructional Program for Foreign Born Students, and the Differentiated Follow-Through Model Program.

Following the presentation of objectives and a general description of the program, successful program activities and materials were notated, and standardized evaluative data for the types of programs operated were detailed. These data show that, generally, both regular and cycle programs had merit, as well as the Intensive Instruction Program for Foreign Born Students and the Follow Through Program. Although the mean test scores for the intermediate and upper grade level students were still below grade level, students tested in the programs made substantial progress with very few exceptions.

In addition to the test data presented to evaluate the effectiveness of this jointly funded SADC and Title I program, two separate committees worked on an assessment of these programs from a different point of view. The first committee involved was the Educational Sub-Task Force of the Hartford Non-Public School's Task Force on Consolidation. This sub-task force sent surveys to educational staff members and parents to get their reactions to the entire educational offering in the Hartford Non-Public Schools. A portion of these surveys were devoted to the special state and federal programs. The Educational Sub-Task Force was made up of principals, classroom teachers, instructional center teachers, diocesan school office supervisors and the supervisor of non-public schools. The second committee, the Hartford Non-Public School Parents' Federal and State Advisory Committee, was comprised of parents from each parochial school in Hartford.

Through the work of the Educational Sub-Task Force Committee, two survey questionnaires were prepared. One questionnaire was for professional staff members and the other for parents. Both surveys indicated that professional staff and parents thought that these programs were providing valuable instructional service.

The Hartford Non-Public School Parents' Federal and State Advisory Committee worked closely with the supervisor of non-public schools and the administrative assistant. This committee was orientated to the program and function of the Instructional Centers, and information on the results of the Sub-Task Force surveys were shared. Once familiar with the state and federal program and its operation, parents discussed the operation of the program and contributed in-put into the project for the 1972-73 school year. This parents group, also, reviewed the new project and voted its acceptance at a meeting in June.

Since the test data, in general, indicated a successful program, the professional staff and parent survey indicated satisfaction with the program, and the parents advisory committee was enthusiastic about its continuity, the instructional center programs will continue to be the center of the federal and state programs in Hartford's Non-Public Schools. The Intensive Program in Written and Spoken English for Foreign Born Children and the Follow-Through Model Program will also continue using refined techniques and improved programming.

Appendix A

Gates-MacGinitie Reading Test

Primary A & B

Comparison of Mean Scores on Sub-Test of Pre-Test and Post-Test Forms 1 & 2

Grade 1		Pre-Test 10/71			Post-Test 6/72			
School	No. Child	Voc.	Compre.	Composite	Voc.	Compre.	Composite	Mn Gain or Comp Loss in Months
* I.C.	10	.6	.6	.6	1.3	.85	1.0	+4
O.L.S.	6	.9	1.3	1.1	2.2	1.9	2.1	+10
Means	16	.75	.95	.85	1.75	1.38	1.55	+7
Grade II								
Cath.	18	1.7	1.6	1.7	2.7	2.4	2.5	+8
I.C.	15	1.5	1.3	1.5	2.9	2.6	2.7	+12
O.L.S.	8	1.8	1.6	1.7	2.9	2.4	2.6	+9
St. J.	10	1.9	1.7	1.8	3.0	2.8	2.9	+11
St. P.	10	1.8	1.6	1.7	2.7	2.2	2.4	+9
Means	77	1.7	1.6	1.7	2.8 (+11	2.5 +9	2.6 +9)	+9
Grade III - Primary B & C Pre-Test 6/71, 9/71 Post-Test 6/72								
Cath.	17	2.1	2.3	2.2	3.7	3.7	3.7	+15
I.C.	7	2.0	1.6	1.8	3.8	3.0	3.2	+14
O.L.S.	8	2.3	2.0	2.2	3.3	3.4	3.4	+12
St. J.	10	2.1	1.9	2.0	3.2	3.2	3.3	+13
St. P.	7	2.0	2.4	2.2	3.2	2.5	2.9	+7
Means	49	2.1	2.0	2.1	3.4 (+13	3.2 +12	3.3 +12)	+12

* I.C.=Immaculate Conception, O.L.S.=Our Lady of Sorrows, Cath.=Cathedral of St. Joseph, St. J.=St. Justin, St.P.=St Peter

Appendix B

Stanford Achievement Test

Primary Battery II

Grade IV — Pre-Test 9/71 — Post-Test 6/71

School	No. Child.	W.M.	P.M.	Sp.	Wd. St.	Lang.	Bat. Mn.	W.M.	P.M.	Sp.	Wd. St.	Lang.	Bat. Mn.	Mn. Gain or Loss in Months
Cath.	8	2.2	2.0	2.0	2.4	2.4	2.2	3.1	3.2	4.4	3.8	2.8	3.5	+13
O.L.S.	9	2.7	2.7	2.9	2.9	2.7	2.8	3.8	4.1	3.9	3.8	3.4	3.8	+10
St. P.	8	2.1	1.8	2.4	1.9	2.4	2.2	3.0	3.1	3.8	2.5	3.1	3.1	+9
Mean Gain	25	2.3	2.2	2.4	2.4	2.5	2.4	3.3 (+10	3.5 +13	4.0 +16	3.4 +10	3.1 +6	3.5 +11)	+11

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Grade IV — Iowa Test of Basic Skills

School	No. Child.	Voc.	Comp.	Rdg. Mean	Total Lang.	Total R.&L.	Voc.	Comp.	Rdg. Mean	Total Lang.	Total R.&L.	Mean Gain
St. J.	10	3.1	2.9	3.0	3.0	3.0	3.6	5.3	4.4	4.4	4.4	+14
Gain							(+5	+24	+14	+14	+14)	

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Stanford Achievement Test

Intermediate Battery I

Grade V — Pre-Test 9/71 — Post-Test 6/71

School	No. Child.	W.M.	P.M.	Sp.	Wd. St.	Lang.	Bat. Mn.	W.M.	P.M.	Sp.	Wd. St.	Lang.	Bat. Mn.	Mn. Gain or Loss in Mos.
Cath.	20	3.4	2.8	3.6	3.0	2.9	3.2	4.4	3.7	4.3	4.6	3.6	4.2	+10
O.L.S.	9	3.9	3.3	4.0	4.4	3.3	3.8	4.7	5.2	4.6	5.6	5.4	5.1	+12
St. Anne	11	3.8	3.1	3.7	4.0	3.2	3.5	4.6	3.8	4.2	5.6	3.7	4.1	+6
St. J.	8	3.8	3.7	4.6	2.2	3.3	3.4	4.1	4.2	5.0	5.8	3.7	4.6	+12
St. P.	7	3.4	2.8	3.0	3.1	2.3	2.8	4.4	4.1	4.9	4.4	3.5	4.3	+15
Mean Gain	55	3.7	3.1	3.8	3.3	3.0	3.3	4.4 (+7	4.2 +11	4.6 +8	4.8 +15	4.0 +10	4.5 +12)	+12

Stanford Achievement Test - Intermediate Battery II

Grade VI — Pre-Test 9/71 — Post-Test 6/72

School	No. Child.	W.M.	P.M.	Sp.	Lang.	Bat. Mn.	W.M.	P.M.	Sp.	Lang.	Bat. Mn.	Gain or Loss in Months
Cath.	11	4.1	4.0	4.2	4.3	4.2	4.7	4.6	5.1	4.9	4.9	+7
O.L.S.	2	3.8	4.5	4.9	4.5	4.4	4.5	4.8	5.3	5.0	4.9	+5
St. Anne	5	3.6	2.9	4.5	3.7	3.5	4.8	4.3	5.5	4.4	4.7	+12
St. P.	6	2.6	2.4	2.9	2.1	2.6	3.8	3.8	4.0	4.3	4.0	+14
Mean Gain	24	3.6	3.4	4.0	3.7	3.7	4.5 (+9	4.4 +10	4.9 +9	4.7 +10	4.6 +9)	+9

****

Iowa Test of Basic Skills

Grade VI — Pre-Test 10/71 — Post-Test 5/72

School	No. Child.	Voc.	Comp.	Rdg. Mean	Total Lang.	Total R.&L.	Voc.	Comp.	Rdg. Mean	Total Lang.	Total R.&L.	Gain or Loss in Months
St. J.	10	4.9	4.6	4.8	4.7	4.7	5.7	6.2	6.0	5.4	5.7	+10
Gain							(+8	+16	+12	+7	+10)	

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Stanford Achievement Test

Grade VII — Pre-Test 6/71, 9/71 — Post-Test 6/72

School	No. Child.	W.M.	P.M.	Sp.	Lang.	Bat. Mn.	W.M.	P.M.	Sp.	Lang.	Bat. Mn.	Gain or Loss in Months
St. Anne	11	4.4	4.3	4.7	4.1	4.3	5.9	5.2	6.2	5.2	5.6	+13
*St. J.	14	5.4	5.4	7.2	5.7	5.5	6.7	6.8	8.2	6.0	6.9	+14
Mean Gain	25	4.9	4.9	6.0	4.9	4.9	6.1 +12	6.0 +11	7.2 +12	5.6 +7	6.0 +11	+11

* 4 students serviced from Jan. 1972 - June 1972 only

Stanford Achievement Test

Intermediate Battery II

Grade VIII

School	No. Child.	W.M.	P.M.	Sp.	Lang.	Bat. Mn.	W.M.	P.M.	Sp.	Lang.	Bat. Mn.	Gain or Loss in Months
St. Anne	4	4.4	4.2	5.7	4.4	4.7	6.1	5.6	6.6	5.6	6.0	+13
St. J. *	14	6.4	6.2	7.2	5.9	6.4	7.5	6.6	7.9	6.5	7.2	+8
Mean	18	5.9	5.8	6.8	5.6	6.0	7.2	6.4	7.6	6.3	6.9	+9
Gain							+13	+6	+8	+7	+9	

*Three students serviced from Jan. 1 - June only

(Composite Report)

TITLE I AND SADC NON-PUBLIC SCHOOL PROGRAM EVALUATION FORMAT

FY 1972

Source and Amount of Prgm.Funds:

SADC: $ 55,900

ESEA Title I$ 209,900
(Specify any other)

Period of Program:
(X) School year only
( ) Summer only
( ) School year and summer

Date Submitted June 20, 1972

Town Hartford Proj.No. 64-2

Program Director: Raymond A. Allen, Jr.

Program Evaluator: Thomas R. Mulconry

Descriptive Title of the Program Sharing Remedial Services with Eligible Non-Public Schools

1. Name(s) of school(s) where program took place: Cathedral of St. Joseph, St. Anne, Immaculate Conception, Our Lady of South Catholic, SS. Cyril & Methodius, Sorrows, St. Augustine, St. Peter

2. Report the full time equivalent (f.t.e.) number of SADC supported staff who directly taught, tutored, or counseled pupils in the program. For example where a staffmember directed only one-quarter of the teaching day to program teaching-learning activities, show .25 as the number for that staff member. Also indicate the total program hours of direct teaching, tutoring, or counseling rendered weekly by this staff.

f.t.e. staff number	total teaching hours weekly	f.t.e. staff number	total teaching hours weekly
(15.04) teacher	(18.2) Average	( ) counselor	( )
(7) tutor or aide	(24.7)	( ) specify other	( ) 32 Regular Prog. 30 Cycle Prog. 36 Follow-Through

3. Report the duration in weeks of the direct services to pupils

4. Report the number of school pupils directly served 710

5. Give the grade level breakdown for school pupils below.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
		74	116	97	100	119	87	48	26	30	13			710

6. List below the criteria used to select pupils for services of the program being reported (economic and educational criteria)

See attached sheet

7a. List the number of children and youth directly served by the project who were promoted to the next grade level at the end of school year 1971-72. 650

b. List the number of children and youth directly served by the project who were not promoted to the next grade level at the end of school year 1971-72. 33

8a. Give the aggregate days of attendance of children and youth directly served by the project. 114,533

b. Give the aggregate days of membership of children and youth directly served by the project. 121,733

9a. List the number of grade 7-12 youth served by the project who withdrew from school from July 1, 1971 to June 30, 1972. 1

b. List the number of grade 7-12 youth served by the project who remained in school from July 1, 1971 to June 30, 1972. 91

(Subtract the number of grade 7-12 withdrawals from the total number of grade 7 through 12 non-public school youth served in the program.)

10. Report the standardized test results secured for children in the program in Table I on the last page (page 5.)

Criteria for Student Selection

Educational Criteria

Students must be one year or more below grade level in reading, language arts and/or mathematics as determined by:

a. standardized test
b. teacher judgement
c. informal teacher diagnostic evaluation instruments

Economic Criteria

1. ESEA, Title I

Students must reside in a public school validated attendance area

2. SADC P.A. 35

Children may be served by this project if they meet one or more of the following criteria:

a. family income is considered inadequate
b. family is on an Aid to Dependent Children Program or other state or local welfare program
c. children have a foreign language handicap
d. children reside in a broken home or are in a problem family situation (alcoholism, drug abuse, cronic, serious physical or mental illness, incarceration in a penal institution)

11. Evaluation of Objectives: Use the following chart form in restating and evaluating the objectives directly related to changes expected of children and youth receiving project services. As important as other objectives might be that have been set by the town, report only the effect of project services on the children selected for the project.

Give the evaluator's INTERPRETATION of the FINDINGS for each objective. The INTERPRETATION should follow the last FINDING for a given objective and occupy the space of two or more columns. (If additional pages are used in reporting objective evaluation, continue on size 8½ x 11 paper in "chart form" as arranged on this first page)

OBJECTIVE or LEARNING OUTCOME	Major Project ACTIVITIES And Services: A running narrative of the project description	EVALUATIVE INSTRUMENT or technique designated to measure growth toward the objective, including: when used, with whom, by whom constructed, and other pertinent data	State the FINDINGS from the data given
	see narrative section		

12. Aside from the evaluation made of program objectives, indicate any successful outcomes brought about by the project.

See attached sheet

13. Aside from the evaluation made of program objectives, indicate any problems encountered in implementing and/or operating the project.

See attached sheet

14. Based on this evaluation, what type of programs do you intend to submit for next year?

Please check in appropriate space:

1. same ( ) 2. same with variations (X) 3. different ( )

What evidence in this evaluation supports your decision?

See narrative

12. Successful Outcomes

Elementary School

a. Fostered positive attitudes toward self and school

b. Growth in awareness of responsibility toward school and community as a result of situation-derived projects

c. Tremendous social and emotional growth and better control in these areas

d. Children were enthused about learning and happy being with each other

e. The students became happier and more well-adjusted evidenced through observation of their peer relationships and with adults - better inter-personal relations

f. Attendance record was good or improved

g. Children became highly motivated. They asked to report on books they read. They could achieve at their own level

h. Developing a sense of responsibility for one's own progress has been an outcome of the individualized portion of the program

i. The Learning Disability class at St. Peter's showed an increase in attention span, better coordination, increased spelling ability, and word study skills, and the ability to integrate and synthesize. Auditory and visual memory improved

j. Several learning disabilities were identified through the program, and proper placement arranged for next year

Foreign Language Speaking Classes

There was an observable increase in language facility among the Spanish-Speaking children who had no English instruction prior to referral to the Instructional Center.

High School

More interest in their classes, an interest in returning to the program, increase in self-confidence.

13. Problems Encountered

Elementary School

Center small which limits activities

Because of funding certain materials were not available

Some of the groups were too large to meet individual needs

A few children felt stigmatized by coming to the Instructional Center. They felt they would not pass because of the time lost from their classroom

Concept development needs more time

Could use more time

Having enough time to prepare the individualized materials and formulating individualized programs

Some problems with scheduling and communication

Mobility of population which makes follow-up difficult with some children

The team approach to student appraisal for learning disability children in the Instructional Center was for the most part unsatisfactory because of limited time for conferences, no feedback or follow-up, little communication of diagnostic and preventive measures taken, lack of procedural guides to follow in case work with special service staff.

Foreign Language Speaking Classes

Some difficulty due to wide range of age and abilities.

High School

Scheduling students and communicating with large faculty.

TOWN Hartford Project No. _____

TABLE I - Standardized Test Results for Students Participating in SADC Programs

GROUP PRE-TEST SCORES BY GRADE LEVEL

Regular Program

Group* Designation	Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Children	Gr. Lev.	Mean Raw Score	Mean Grade Equiv. Score	Median %ile Score	NO. OF STUDENTS SCORING ACCORDING TO NAT'L NORM 25th %ile and below	26th to 50th %ile	51st to 75th %ile	76th %ile and above
A	Gates-MacGinitie		A-1	10/71	16	1		.85					
B	" "		"	"	61	2		1.7					
C	" "		B-1	6/71,9/71	49	3		2.1					
D	Stan.Achiev.	Primary Bat II Rdg. & Lang.		9/71	25	4		2.4					
E	" "	Int.I Rdg. & Lang.	X	6/71,9/71	55	5		3.3					
F	" "	" II " "	X	" "	24	6		3.7					
G	" "	" " " "	X	9/71,1/72	25	7		4.9					
H	" "	" " " "	X	" "	18	8		6.0					

GROUP POST-TEST SCORES BY GRADE LEVEL

Group* Designation	Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Children	Gr. Lev.	Mean Raw Score	Mean Grade Equiv. Score	Median %ile Score	NO. OF STUDENTS SCORING ACCORDING TO NAT'L NORM 25th %ile and below	26th to 50th %ile	51st to 75th %ile	76th %ile and above
A	Gates-MacGinitie		A-2	6/72	16	1		1.55					
B	" "		A-2	"	61	2		2.6					
C	" "		B-2	"	49	3		3.3					
D	Stan.Achiev.	Prim.II Rdg. & Lang.	W	"	25	4		3.5					
E	" "	Int. I " "	"	"	55	5		4.5					
F	" "	" II " "	"	"	24	6		4.6					
G	" "	" " "	"	"	25	7		6.0					
H	" "	" " "	W,Y	"	18	8		6.9					

*Any symbol used that identified pre-test results with post-test results for the same group of children.

TOWN Hartford Project No. _____

TABLE I - Standardized Test Results for Students Participating in SAIC Programs

GROUP PRE-TEST SCORES BY GRADE LEVEL

Regular - Math

Group* Designation	Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Children	Gr. Lev.	Mean Raw Score	Mean Grade Equiv. Score	Median %ile Score	NO. OF STUDENTS SCORING ACCORDING TO NAT'L NORM: 25th %ile and below	26th to 50th %ile	51st to 75th %ile	76th %ile and above
I	Stan. Achieve.	Math Prim II	X	9/71	5	3		1.8					
J	" "	" Int. I	X	"	9	4		3.1					
K	" "	" " "	X	6/71	17	5		3.6					
L	" "	" " II	X	"	10	6		3.9					
M	California Reading Test -	High School		9/71 "	24	9		9.5					
N	" "	" "		"	11	10		11.3					

GROUP POST-TEST SCORES BY GRADE LEVEL

Group* Designation	Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Children	Gr. Lev.	Mean Raw Score	Mean Grade Equiv. Score	Median %ile Score	NO. OF STUDENTS SCORING ACCORDING TO NAT'L NORM: 25th %ile and below	26th to 50th %ile	51st to 75th %ile	76th %ile and above
I	Stan.Achiev.	Math Prim II	Y	6/72	5	3		2.6					
J	" "	" Int. I	Y	"	9	4		4.0					
K	" "	" " "	Y	"	17	5		4.8					
L	" "	" " II	Y	"	10	6		4.8					
M	California Reading Test -	High School		5/72	24	9		10.7					
N	" "	" "		"	11	10		11.9					

*Any symbol used that identified pre-test results with post-test results for the same group of children.

TOWN Hartford Project No. _____

TABLE I - Standardized Test Results for Students Participating in CADC Programs

GROUP PRE-TEST SCORES BY GRADE LEVEL

Group* Design-ation	Cycle Program Primary — Cycle I: Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Child-ren	Gr. Lev.	Mean Raw Score	Mean Grade Equiv. Score	Me-dian %ile Score	NO. OF STUDENTS SCORING ACCORDING TO NAT'L NORM: 25th %ile and below	26th to 50th %ile	51st to 75th %ile	76th %ile and above
O	Gates-MacGinitie Reading Test		A-1	9/71	44	2		1.3					
P	"	"	B-1	"	30	3		2.2					
	Cycle II												
Q	"	"	B-2	12/71	30	2		1.6					
R	"	"	B-2	"	30	3		2.2					
	Cycle III												
S	"	"	B-1	3/72	28	2		2.1					
T	"	"	C-1	"	19	3		3.1					

GROUP POST-TEST SCORES BY GRADE LEVEL

Group* Design-ation	Cycle I: Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Child-ren	Gr. Lev.	Mean Raw Score	Mean Grade Equiv. Score	Me-dian %ile Score	NO. OF STUDENTS SCORING ACCORDING TO NAT'L NORM: 25th %ile and below	26th to 50th %ile	51st to 75th %ile	76th %ile and above
O	Gates-MacGinitie Reading Test		A-2	12/71	44	2		1.8					
P	"	"	B-2	"	30	3		2.4					
	Cycle II												
Q	"	"	B-1	3/72	30	2		2.3					
R	"	"	B-1	"	30	3		3.1					
	Cycle III												
S	"	"	B-2	6/72	28	2		2.4					
T	"	"	C-2	"	19	3		3.6					

*Any symbol used that identified pre-test results with post-test results for the same group of children.

TOWN Hartford Project No. _____

TABLE I - Standardized Test Results for Students Participating in SADC Programs

GROUP PRE-TEST SCORES BY GRADE LEVEL

Cycle Program: Intermediate & Upper

Group* Designation	Cycle I Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Children	Gr. Lev.	Mean Raw Score	Mean Grade Equiv. Score	Median %ile Score	NO. OF STUDENTS SCORING ACCORDING TO NAT'L NORM: 25th %ile and below	26th to 50th %ile	51st to 75th %ile	76th %ile and above
U	Stan. Achieve.	Prim. II Rdg. & L.	X	9/71	39	4		2.5					
V	" "	Int. I " "	X	"	20	5		3.7					
W	" "	" II " "	X	"	12	6		4.3					
		Math						4.5					
	Cycle II												
X	" "	Prim. II Rdg. & L.	Y	12/71	28	4		2.9					
Y	" "	Int. I " "	Y	"	24	5,6		4.1					
		Math	Y		6	5,6		3.6					

GROUP POST-TEST SCORES BY GRADE LEVEL

Group* Designation	Cycle I Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Children	Gr. Lev.	Mean Raw Score	Mean Grade Equiv. Score	Median %ile Score	NO. OF STUDENTS SCORING ACCORDING TO NAT'L NORM: 25th %ile and below	26th to 50th %ile	51st to 75th %ile	76th %ile and above
U	Stan. Achieve.	Prim. II Rdg. & L.	Y	12/71	39	4		3.1					
V	" "	Int. I " "	Y	"	20	5		4.2					
W	" "	" II " "	Y	"	12	6		5.2					
		Math						5.3					
	Cycle II												
X	" "	Prim. II " "	X	3/72	28	4		3.4					
Y	" "	Int. I " "		"	24	5,6		4.7					
		Math			6	5,6		4.3					

*Any symbol used that identified pre-test results with post-test results for the same group of children.

TOWN Hartford Project No. _____

TABLE I - Standardized Test Results for Students Participating in SAEC Programs

GROUP PRE-TEST SCORES BY GRADE LEVEL

Cycle Program: Intermediate & Upper

Group* Designation	Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Children	Gr. Lev.	Mean Raw Score	Mean Grade Equiv. Score	Median %ile Score	NO. OF STUDENTS SCORING ACCORDING TO NAT'L NORM: 25th %ile and below	26th to 50th %ile	51st to 75th %ile	76th %ile and above
		Cycle II Cont.											
Z	Stan. Achieve	Int. II Rdg. & L	Y	12/71	8	7,8		5.9					
		Cycle III											
AA	" "	Prim.II Rdg. & L	X	3/72	36	4		3.4					
BB	" "	Int. I " "	X	"	15	5		4.3					
		Math			3			3.5					
CC	" "	Int. II Rdg. & L	X	"	13	6		5.2					
		Math			9	6		5.2					
DD	" "	Int. II Rdg. & L	X	"	8	7,8		6.9					

GROUP POST-TEST SCORES BY GRADE LEVEL

Group* Designation	Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Children	Gr. Lev.	Mean Raw Score	Mean Grade Equiv. Score	Median %ile Score	NO. OF STUDENTS SCORING ACCORDING TO NAT'L NORM: 25th %ile and below	26th to 50th %ile	51st to 75th %ile	76th %ile and above
		Cycle II Cont.											
Z	Stan.Achieve	Int. II Rdg. & L	X	3/72	8	7,8		6.9					
		Cycle III											
AA	" "	Prim. II Rdg. & L	Y	6/72	36	4		3.8					
BB	" "	Int. I " "	Y	"	15	5		4.7					
		Math			3	5		3.8					
CC	" "	Int. II Rdg. & L	Y	"	13	6		5.6					
		Math			9	6		5.8					
DD	" "	Int. II Rdg. & L	Y	"	8	7,8		7.3					

*Any symbol used that identified pre-test results with post-test results for the same group of children.